

The Lanes Primary School



Curriculum Policy

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1. Aims ‘Dream it, Believe it, Achieve it’

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils’ spiritual, moral, social and cultural development
- Support pupils’ physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

We are committed to:

- Developing outstanding teaching and learning
- Having the highest expectations of all our pupils and knowing our children well.
- Challenging all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum.
- Developing a truly inclusive school, where all children can flourish whatever their background, abilities, religion, gender or beliefs.
- Celebrating achievement in all areas, valuing academic, creative, sporting and personal development equally.
- Fostering an ethos of respect and empathy
- Instilling a lifelong love of learning and a strong grounding for future success.
- Ensuring that children feel secure and happy.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) Statutory Framework 2021.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

The curriculum lead, supported by the Senior Leadership Team and all teaching staff, will ensure that the school curriculum is implemented in accordance with this policy. Teachers all belong to specific curriculum teams and it is their responsibility, along with the curriculum lead, to ensure that subject specific planning and subsequent teaching is in the spirit of the school curriculum.

4. Organisation and planning

Our curriculum approach – We employ a topic-based approach to teaching which reflects the needs and interests of our learners. Operating on a half-termly basis, skills and knowledge are interwoven into a common theme which utilises the National Curriculum subjects.

How our curriculum suits local needs – Our curriculum is formed and reviewed yearly within a collaborative and participative process. The needs and views of working class boys have been highly influential when choosing topic themes as these are the children who are most likely to become disaffected and their academic results are most vulnerable. All stakeholders have been involved in the formation of the new curriculum and continue to be involved in its evolution. Learning opportunities are created on a bespoke basis for those with individual learning needs and so the National Curriculum/EYFS delivery is altered accordingly for these children.

How subjects are taught – the skills and knowledge required for each curriculum subject are carefully planned by each year group on a long, medium and short term basis. Quality first teaching is our aim for all lessons. This involves an expectation that all teaching staff provide:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils. (DCSF, 2008)

See also Teaching and Learning Policy, Marking and Feedback policy, Vision and Values document and individual subject policies.

Sex and relationship education - at The Lanes, we believe that Sex and Relationship Education is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999). We will ensure the children receive effective SRE, within our PSHCE lessons, which will help make a significant contribution to the development of their personal skills needed to establish and maintain relationships. It will also help to enable young people to make responsible and informed decisions about their health and well-being.

Spiritual, moral, social and cultural development – this ‘hidden curriculum’ is the bedrock of all that we do. Children are taught, explicitly and implicitly, how to interact with other people and the sort of person one is and may become in the future. It is crucial for individual pupils and for society as a whole. Our staff would see it as at the heart of what education is all about – helping pupils grow and develop as people and we all have a duty to shape the values, attitudes and character of the next generation. Our provision for SMSC development deals with relationships and values; and involves slower and deeper learning with time for reflection, which can produce longer term results that are difficult to measure. Our SMSC curriculum develops more confident and creative learners, allowing pupils to make connections between their learning and to develop intrinsic motivation for their behaviour.

British values – at The Lanes we are committed to the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We aim:

- To foster values of respect and tolerance in all children.
- To provide the children with a rich and varied curriculum with the promotion of British values at the heart of all our work.
- To ensure children leave our school as well rounded good citizens who will enrich society.

At The Lanes we have a curriculum which is value led and where tolerance and respect are key priorities. An agreed set of values is the basis for every aspect of our work and school life. Complementing British Values, our school values are:

Democracy, Honesty, Friendship, Resilience, Positivity, Pride, Kindness, Happiness, Determination, Responsibility, Respect, Teamwork.

We teach all of our values through Personal, Social, Health Education lessons (PSHE), assemblies, Religious Education (RE) lessons and as part of our informal curriculum. They are also taught through planning and delivering a rich, broad and balanced curriculum.

See our EYFS policy for information on how our Early Years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. The use appropriate formative and summative assessments to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our equality opportunities policy and SEND policies.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings with the Senior Leadership Team
- Meeting or communication with subject team members
- Planning scrutiny and information workshops.

The curriculum lead, along with the SLT and subject teams, monitor the way subjects are taught throughout the school by:

- Regular and frequent scrutiny of planning
- Attending year group planning meetings
- Learning walks
- Termly scrutiny of pupils' books
- Informal conversations with staff
- Interviews/conversations with pupils and parents/carers

Subject team members also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the curriculum lead. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Equal Opportunities Policy
- Feedback and Marking Policy
- Teaching and Learning Policy
- SRE policy
- Promoting British Values policy
- More Able Children Policy
- Subject specific policies
- Vision and Values document